

# Unit Planning Guide: Grade 12 Unit 8 of 8-A

Unit Title: Connecting to a Text (weeks 36–40)	Pacing (Duration of Unit): 3– 5 weeks
Grade: 12	Buffer Day(s): 2

## Desired Results

### Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p><b>Standards (Priority Standards in bold):</b></p> <ul style="list-style-type: none"> <li>RL .12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range</li> <li>RI. 12.10 By the end of grade 12, read and comprehend literary nonfiction in the grades 12–CCR text complexity band proficiently, with scaffolding as needed at the end of the range.</li> </ul>	<p><b>WiDA Standards (ELL)</b></p> <ul style="list-style-type: none"> <li>Standard 1: ELLs <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting</li> <li>Standard 2: ELLs <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></li> </ul> <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>Good readers use a variety of strategies to interact with both literary and informational text</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>What strategies can I use to help me understand and appreciate a difficult text?</li> </ul>

Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> <li>· That there are a variety of strategies that good readers use to enhance understanding and appreciation of a literary work</li> <li>· That there are a variety of strategies that good readers use to enhance understanding and appreciation of informational texts</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>· Using a variety of strategies that good readers use to understand and critically evaluate a literary work( Evaluating)</li> <li>· Using a variety of strategies that good readers use to understand and critically evaluate informational text ( Evaluating)</li> </ul>